

Day 2 - Critical Thinking in the Language Classroom

The 2007 Summer Institute will engage practicing teachers and administrators in a variety of activities that focus on integrating language learning and content-based instruction. The Summer Institute will combine plenary and interactive sessions that will engage participants in a variety of activities to enhance English language proficiency and integrated lesson and curriculum design. Participants will collaborate with colleagues, share ideas, present their projects, and enhance their language and pedagogical skills. They will also have an opportunity to integrate Institute activities and topics into their own curriculum plans for the 2007-2008 academic year.

COMPETENCE	SKILLS DEMONSTRATED
Knowledge	<ul style="list-style-type: none">• observation and recall of information• knowledge of dates, events, places• knowledge of major ideas• mastery of subject matter• Question Cues: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	<ul style="list-style-type: none">• understanding information• grasp meaning• translate knowledge into new context• interpret facts, compare, contrast• order, group, infer causes• predict consequences• Question Cues: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	<ul style="list-style-type: none">• use information• use methods, concepts, theories in new situations• solve problems using required skills or knowledge• Questions Cues: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify,, experiment, discover
Analysis	<ul style="list-style-type: none">• seeing patterns• organization of parts• recognition of hidden meanings• identification of components• Question Cues: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	<ul style="list-style-type: none">• use old ideas to create new ones• generalize from given facts• relate knowledge from several areas• predict, draw conclusions• Question Cues: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if'?, compose, formulate, prepare, generalize, rewrite
Evaluation	<ul style="list-style-type: none">• compare and discriminate between ideas• assess value of theories, presentations• make choices based on reasoned argument• verify value of evidence• recognize subjectivity• Question Cues: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

* Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Toronto: Longmans, Green